

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**St. Patrick's Roman Catholic Primary School  
Fairfax Road  
Newport  
Gwent  
NP19 0HR**

**School Number: 680/3305**

**Date of Inspection: 17-18 October 2005**

**by**

**Glyn Gaskill  
5539**

**Date: 15 December 2005**

**Under Estyn contract number: T/085/05P**

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St. Patrick's Roman Catholic Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of St. Patrick's Roman Catholic Primary School took place between 17 and 18 October 2005. An independent team of inspectors, led by Glyn Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. The school is a voluntary aided Roman Catholic school situated on the south-eastern outskirts of Newport. The school provides for pupils aged 4 to 11 years of age. The number of pupils on roll is 180 and has been rising steadily in recent years. The socio-economic background of the catchment area is considered to be neither advantaged or disadvantaged, but there are significant areas of disadvantage. Seventeen per cent of pupils are entitled to free school meals. This is a little below the all-Wales average of 19 per cent. Children enter the reception class at the start of the autumn term of the school year in which they have their fifth birthday. Children start in the reception class with a wide range of skills which are, overall, below average. A significant proportion of these children have low linguistic and social skills attainment. Some 19 per cent of pupils have special educational needs including three pupils each with a statement of special educational needs. The home language of nearly all pupils is English. No pupils have Welsh as a mother tongue. A small number of pupils have support in their use of English as an additional language.
2. The school was last inspected in October 1999. The present head teacher has been in post since September 2004. The school has received the *Basic Skills Quality Mark* on three occasions and holds the *Silver ECO-schools Award*.

### The school's priorities and targets

3. The school aims to recognise the worth of every individual in the school and to meet their full potential through Christian values.
4. Priorities for improvement include the continuation of:
  - enhancing provision for the use of information and communications technology across the curriculum;
  - the improvement of accommodation and
  - developing pupils' independent learning skills.

## Summary

5. This is a good school with many outstanding features. The leadership of the school, the care provided for pupils and the curriculum are particular strengths. Good progress has been made since the last inspection. The inspection team agreed with nearly all the judgements made by the school, only disagreeing where the school had been too self-critical.

### Table of grades awarded

6. The inspection team judged the school's work as follows:

Key question	Inspection grade
1. How well do learners achieve?	2
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4. How well are learners cared for, guided and supported?	1
5. How effective are leadership and strategic management?	1
6. How well do leaders and managers evaluate and improve quality and standards?	1
7. How efficient are leaders and managers in using resources?	1

### Standards

7. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	72%	14%	0%	0%

8. Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
10. In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

Subject	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

11. Across the school, the under-fives and pupils in key stage 1 and 2 make good progress and attain good standards in the key skills of listening, writing, numeracy and problem solving across the curriculum.
12. Throughout the school, pupils' use of information and communications technology across the curriculum is average. This is due to the limited number of reliable computers in each classroom. Across the school, pupils' creative skills are average.
13. Considering all pupils come from homes where Welsh is not used and the language of the community is almost exclusively English, pupils' competence in Welsh and English is good.
14. When children start in the reception class their overall attainment is below average particularly in language and social skills. Their standards in mathematics have been generally above average. This has been the case for the last few years.
15. At the end of key stage 1, in 2005, pupils' overall attainment in the National Curriculum assessments for the core subjects of English, mathematics and science at the expected level 2 was below local and national averages for all schools and also schools with a similar free school meals entitlement. At the higher level 3, results in English were well below the local and national averages with mathematics and science below average. These results were predicted from pupils' previous performance. Results in previous years have been higher than the 2005 outcomes.
16. At the end of key stage 2, in 2005, pupils' attainment in the National Curriculum assessments for the core subjects of mathematics and science at the expected level 4 was well above average in comparison with all and similar schools, both locally and nationally. Results in English, at level 4, were particularly high. At the higher level 5, results in English were well above national averages with science and mathematics above average. The school met the statutory targets produced by the local education authority. Results have mainly been good in recent years.
17. Over the last few years, at the end of both key stages, there has been significant variation in the National Curriculum assessment results. The school's very thorough assessment records show that all pupils, regardless of gender or background, are making good progress. At times, pupils with special educational needs make very good progress.
18. Pupils' progress in personal, social and learning skills is outstanding. Pupils take a good interest in their lessons and have very positive attitudes to the work and responsibilities they are given. All pupils have an excellent understanding of what they need to do to improve.
19. Overall, behaviour is very good. The very small number of pupils with severe behavioural problems react very positively to the very high quality support given to their needs.

20. Pupils have a strong sense of citizenship within the school and community. They are very well aware of the diversities within society and their moral and spiritual development is very well developed.
21. Attendance and punctuality are good. Attendance figures compare well with national and local averages for primary schools.

### **The quality of education and training**

22. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	61%	18%	0%	0%

23. The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets. This is a significant improvement since the last inspection, particularly in key stage 2.
24. Throughout the school relationships between adults and pupils are very good at all levels. Learning support assistants are well briefed and effective in their work. Volunteer helpers make a very positive contribution to pupils' learning.
25. Planning for lessons is extremely thorough. This is outstanding where teachers have produced their own very effective learning materials for pupils who are at an early stage of using English as an additional language. Whilst the teaching of key skills is included in all planning, the detail is variable and is not always put into practice.
26. There are excellent features in the way in which teachers meet pupils' bilingual needs in English and Welsh.
27. There are several excellent examples of teachers using the school's strategies to gain and maintain pupils' attention in lessons. On occasion, these strategies are not applied sufficiently early enough and this has a negative effect on the pace of learning.
28. There are many examples of teachers giving precise targets for pupils' learning in lessons and the time given for specific learning activities. In the majority of lessons this good practice challenges and guides the work of pupils very well.
29. Outstanding use is made of marking to guide pupils' understanding as they gain new knowledge and skills.
30. The school's arrangements for assessing the progress of all pupils is outstanding. At several times during the school year the standards attained by all pupils in all subjects is assessed very effectively. The information gained is used very well to promote positive progress.

31. Throughout the school, pupils of all abilities and backgrounds have an outstanding knowledge of what they need to do to improve in their academic and personal development. Parents are very well informed of their children's progress.
32. The school provides a broad, varied and balanced curriculum, which meets statutory requirements well. The curriculum is significantly enriched with a wide range of educational visits, visitors and after-school clubs in which sport features strongly. All pupils have full access to everything the school offers.
33. The educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
34. Overall, the promotion of pupils' spiritual, moral, social and cultural development is outstanding. Great emphasis is placed on consideration, courtesy and regard for all.
35. The overall quality of partnerships with parents, the local community and other schools and colleges is outstanding.
36. The quality of care and support provided for pupils is also outstanding. Pupils work and play in a happy, supportive and safe environment. Pupils trust staff to deal with their concerns quickly and effectively. The quality of provision for pupils with special educational needs is outstanding.

### **Leadership and management**

37. The head teacher provides outstanding leadership. The role of the newly appointed deputy head teacher is developing well. Subject leaders play an important and effective part in improving provision in nearly all subjects.
38. All staff have a clear understanding of their duties and benefit from continuing professional development. The governing body is very well organised and most effectively fulfils all its statutory obligations.
39. Provision for national priorities is good overall but very good for promoting bilingualism, lifelong learning and community regeneration.
40. The systems for monitoring and evaluating the school's performance and planning for improvement are outstanding. There is a very good culture of self-evaluation in the school which formally and fully involves the opinions of subject leaders, staff, pupils, parents and governors. Strengths and areas for further improvement are carefully identified and prioritised into a well-structured school development plan.
41. The school is staffed by a sufficient number of suitably qualified and experienced teachers and learning support assistants.

42. The administration of the school is very good and routines are very well established. The caretaker and lunchtime supervisors are all valuable members of the school team. All staff are very well deployed and managed.
43. Overall, learning resources are good, particularly in the core subjects of English and mathematics. The limited number of reliable computers in each classroom leads to a restriction in the rate of pupils' learning in information technology, in particular the extent of its application, as information and communications technology, across the curriculum.
44. Very good use is made of the available accommodation and the school is well aware of its limitations.
45. The school has made good progress since the last inspection. Overall, the school provides good value for money.

## Recommendations

46. In order to improve the school needs to:
- R1 Raise standards in the use of information and communications technology across the curriculum.
  - R2 Improve pupils' independent use of their creative skills across the curriculum.
  - R3 Improve the provision of learning resources for information technology.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

47. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

48. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	72%	14%	0%	0%

49. Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.

50. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

51. In key stages 1 and 2, standards of achievement in the subjects inspected are:

Subject	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

52. Across the school, the under-fives and pupils in key stages 1 and 2 make good progress and attain good standards in the key skills of listening, writing and numeracy. Pupils of all ages and ability listen carefully to each other and to adults. They respond rapidly to instructions and carefully consider different contributions to a lesson. Pupils write for a good range of different purposes. In science, pupils write at length to summarise what they have learned and pupils make regular written entries into their learning diaries. Numeracy skills develop well in the reception class with pupils counting in many different situations. In key stages 1 and 2 there are several examples of pupils using different types of graph. Measurements are carefully carried out in science. Reading skills are good in key stage 1 and very good in key stage 2. Pupils make very sensible use of information they find in books or on the Internet. By year 6, pupils eagerly read a wide range of books for pleasure or to find information.

53. In the reception class, overall standards are average in early reading skills and speech development. Standards in speaking are good in key stages 1 and 2. Pupils are keen to answer questions and they clearly and thoughtfully give their ideas. Throughout the school, pupils' use of information and communications technology across the curriculum is average. Pupils are very competent in their information technology skills, but do not use them often enough. This is due to the limited number of reliable computers in each classroom. The use of word-processing is very limited. Pupils use a few of the tools in paint programs to produce a reasonable standard of artwork. They improve their understanding of turn and angles with the use of floor robots and the control of the movement of on-screen images. Several pupils in key stage 2 develop their understanding of several areas of the curriculum producing some excellent work in information technology using their home computers.
54. Across the school, standards in problem solving are good. In the reception class, children successfully plan a route to the home of a character in a story. In key stage 1, pupils thoughtfully select materials to make particular sounds in their music making. In key stage 2, pupils solve given problems very systematically in their mathematics and science. Considering all pupils come from homes where Welsh is not used and the language of the community is almost exclusively English, pupils' bilingual competence in English and Welsh is good. Pupils respond well to greetings and instructions given in Welsh and occasionally remind each other, in Welsh, of the teacher's request. Across the school, pupils' creativity is average. Pupils do not sufficiently use their own ideas and skills to independently produce their own novel outcomes. There are aspects where pupils' creativity is developed well, for example in the exploration of sound in music and movement in dance. Too often, pupils are directed to use specific ideas and resources which restricts their use of imagination and choice.
55. When children start in the reception class their overall attainment is below average particularly in language and social skills. Their standards in mathematics have been generally above average. This has been the case for the last few years.
56. At the end of key stage 1, in 2005, pupils' overall attainment in the National Curriculum assessments for the core subjects of English, mathematics and science at the expected level 2 was below local and national averages for all schools and also below average when compared with similar schools. At the higher level 3, results in English were well below the local and national averages with mathematics and science below average. These results were predicted from pupils' previous performance. School records show that these pupils had made good progress towards their academic targets. Results in previous years have been higher than the 2005 outcomes.
57. At the end of key stage 2, in 2005, pupils' attainment in the National Curriculum assessments for the core subjects of mathematics and science at the expected level 4 was well above average in comparison with all and similar schools, both locally and nationally. Results in English, at level 4, were particularly high. At the higher level 5, results in English were well above

national averages with science and mathematics above average. The school met the statutory targets produced by the local education authority. Results have mainly been good in recent years.

58. Over the last few years, at the end of both key stages, there has been significant variation in the National Curriculum assessment results. The school's very thorough assessment records show that all pupils are making good progress in acquiring new knowledge, understanding and skills across the curriculum. In both key stages, there is no pattern or differences in the performance of boys and girls or pupils from different ethnic groups and there was no significant difference noted during the inspection. Pupils with special educational needs make good, and at times very good progress and attain the challenging, individual targets set for them.
59. Pupils' progress in personal, social and learning skills is outstanding. Pupils take a very good interest in their lessons and have very positive attitudes to the work and responsibilities they are given. Where there is the very occasional lack of attention in a lesson, pupils respond very quickly and correctly when reminded of what is expected of them. The very small number of pupils with severe behavioural problems react very positively to the very high quality support given to their needs. Because pupils have a very clear understanding of what they need to do to improve, they concentrate very well in lessons. They take a great pride in the presentation of their work.
60. Pupils willingly take on additional responsibilities and carry them out very sensibly. This is best seen where year 6 pupils take on telephone-answering duties during the lunchtime. They do this most efficiently with pupils training each other in the procedures to be used. Pupils of all ages willingly take on routine administrative tasks to help teachers. They successfully take turns in being the *helpwr heddiw* for the class, which in turn develops bilingualism.
61. Pupils have a clear understanding of what is expected of them and their behaviour is very good. They move around the school in a quiet, sensible and orderly manner; they are polite, courteous and respectful to one another, to their teachers and to other staff. Pupils take very good responsibility for their own behaviour. The school's behaviour rules are discussed at the school council and at class level with pupils being involved in setting their own standards. The school has a very effective rewards and sanctions policy, which is understood by pupils, staff, parents and carers. Bullying is not seen as a problem by both parents and pupils and there is a great confidence that, if the school knew about such matters, it would be dealt with quickly and effectively. In the last year, three pupils have been excluded for short periods. Two of these have now left and the school is encouraged by the improved behaviour of the third.
62. There is a strong community ethos within the school with an extensive range of links with the local community, which enhance pupils' educational experiences. This is a strength of the school. The clergy, local artists, poets, community police, parents business people and sportsmen visit the school and share with the pupils their interests and work experiences. Pupils show a

very good respect for the diversity of beliefs, attitudes and cultural traditions within society and a great concern for others, as evidenced by the raising of money for more disadvantaged people in society. Pupils' moral and spiritual development and their awareness of diversity within society are very well developed. Pupils have a very well established awareness of equal opportunity issues through the very good role models provided by adults who treat all pupils with respect.

63. Attendance and punctuality are good. Attendance figures compare well with national and local averages for primary schools. Pupils arrive punctually for school and for lessons. Registration procedures are followed correctly and there is good monitoring of pupil absences. The school is aware that some parents take pupils out of school in school term time for family holidays and actively discourages this. When necessary the school makes full use of support agencies available from the local authority. The school complies with the requirements of the Welsh Assembly Government's guidance on pupil support and social inclusion.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
65. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	61%	18%	0%	0%

66. The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets. This is a significant improvement since the last inspection, particularly in key stage 2.
67. Throughout the school relationships between adults and pupils are very good at all levels. This very effectively stimulates pupils' positive attitudes to work and promotes good progress. Learning support assistants are well briefed and effective in their work. Volunteer helpers make a very positive contribution to pupils' learning, particularly where individual pupils have behavioural difficulties.
68. Planning for lessons is extremely thorough and very successfully takes into account the needs of pupils of all abilities and backgrounds. This is outstanding where teachers have produced their own very effective learning materials for pupils who are at an early stage of using English as an additional language. Whilst the teaching of key skills is included in all planning, the detail is variable and is not always put into practice.
69. There are excellent features in the way in which teachers meet pupils' bilingual needs in English and Welsh. Despite the teachers' limited knowledge of the Welsh language they are continuously striving to improve standards. Pupils are given sufficient time to answer an instruction or question given in Welsh.
70. There are several excellent examples of teachers using the school's strategies to gain and maintain pupils' attention in lessons. On occasion, these strategies are not applied sufficiently early enough and this has a negative effect on the pace of learning.
71. There are many examples of teachers giving precise targets for pupils' learning in lessons and the time given for specific learning activities. In the majority of lessons this good practice challenges and guides the work of pupils very well. There are occasions when these strategies are not consistently applied and this reduces pupils' progress.

72. In the vast majority of cases, staff have an up-to-date understanding of developments and teaching approaches in subjects and areas of learning which they apply effectively. Whilst staff make use of large screens to display computer programs, including 'interactive white boards', the techniques used do not always fully make use of the potential of these systems. Pupils are encouraged to write down what they know about a topic before they start to study it, but the purpose of this is not always clear.
73. Lessons are routinely evaluated and, where required, the evaluations are used effectively to guide future planning. Excellent use is made of marking to guide pupils' understanding as they gain new knowledge and skills. In all classes, there is regular use of incidental Welsh through instructions and questions.
74. The school's arrangements for assessing the progress of all pupils is outstanding. At several times during the school year the standards attained by all pupils in all subjects are assessed very effectively. This process is used to promote progress whilst a topic or unit of work is being taught. In addition it provides information which is effectively used to modify the curriculum where needed.
75. There are well established procedures which make very good use of national data to set realistic targets and also challenging targets for each pupil. The school frequently looks at how each pupil, or group of pupils, is progressing towards these targets. Where required, the school makes adjustments to the curriculum or provides specific staff development. This has a positive effect on standards.
76. Throughout the school, pupils of all abilities and backgrounds have an outstanding knowledge of what they need to do to improve in their academic and personal development. Pupils regularly maintain their individual 'learning diary' where they systematically record their personal targets for academic and personal development. There are occasions when pupils correctly identify the key skills they will be developing in a lesson. Pupils' systematically respond to the very helpful comments which teachers write in their books.
77. Information from the school's assessment procedures leads to very detailed reports to parents on their children's progress. These reports meet requirements very well and are much appreciated by parents. Parents greatly value the formal and informal access they have to staff to discuss their children's progress. Parents of children with special educational needs are extremely well informed with access to review meetings which is greatly in excess of requirements. The school fully complies with the statutory requirements for recording assessment and reporting its outcomes.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

Grade 1: Good with outstanding features
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78. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
79. The school provides a broad, varied and balanced curriculum, which motivates pupils and offers a coherent and well structured programme of learning. Overall, it meets the needs of all pupils very well and is accessible to all. Legal requirements are met.
80. The educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
81. Appropriate schemes of work for all subjects and areas of learning are effectively used to ensure full coverage in lessons. In general there is good coverage of key and other skills across the curriculum. The school's provision for the development of creative skills and the use of information and communications technology is not as developed as it should be.
82. The curriculum benefits from a wide range of extra curricular activities which are particularly rich in sport and music. Educational visits and visitors to the school bring a great relevance to subjects and develop pupils' understanding of the world of work, their social and cultural experiences. The school greatly benefits from a significant number of visitors including the local priest, community police, artists, book illustrators, business people, personal safety promotions, a rugby coach and parents. The good support provided by the *Athrawes Bro* for Welsh as a second language is recognised and valued by Staff and pupils. Carefully planned visits to link in with the curriculum are made to places of interest such as places of different geographical location, Techniquet, Newport Wetlands, the Big Pit and St Fagan's museums.
83. Overall, the promotion of pupils' spiritual, moral, social and cultural development is outstanding. A significant contribution to this development is the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community. The school promotes moral values well through well established codes for good behaviour and conduct. Very good opportunities are provided for pupils to reflect and develop spiritually. Good emphasis is given to the geography, history and heritage of Wales along with other customs and cultures. The development of pupils' bilingual competence in Welsh and English is promoted well. Pupils' personal, social and health education is well planned and effective. Circle time activities are well established and effectively raise pupils' self esteem. The school provides appropriately for pupils' awareness of personal safety such as substance misuse issues. Sex education follows the school's policy.

84. The school is very successful in enabling pupils of all abilities and backgrounds equality of access to the curriculum. Pupils are encouraged to achieve success and to participate fully in the life of the school.
85. Links with parents are outstanding. Parents have a very high regard for the quality of education provided and the support and guidance provided. In particular they appreciate the sessions available to them to understand the techniques used by teachers in English and mathematics and the clear way in which homework is set. They are kept very well informed through a weekly newsletter and termly communications which outline the work their children will cover. By these means, parents play a very active part in the education of their children. There is a small but active Parent Teacher Association which is well supported by other parents for fundraising events and functions.
86. Links with the neighbouring secondary school are very good. There are several pastoral and curriculum links. From year 5 onwards, pupils make visits to the secondary school and are involved in project work in a number of subjects. The more talented year 6 pupils attend special maths days. There are very good links with local colleges in providing school placements for work experience and teacher training.
87. There are very strong links with the school, the community and the church. Pupils play an active part in the community. For example, the school choir takes part in community and church events, while older pupils socialise with senior citizens.
88. Pupils entrepreneurial skills are promoted very well when they help the less fortunate in society by organising several events to raise money for charities such as a local hospice, CAFOD and for children affected by the 2004 tsunami. In addition, the recently democratically elected school council is an effective means of providing pupils with real problems to solve. The school council have recently opened a fruit tuck shop and deals with all aspects of ordering and selling the fruit. Pupils take their roles seriously and are very proud of their positions on the school council. These activities are most effective in promoting pupils' understanding of citizenship.
89. Local businesses provide sponsorship for the school and have recently provided significant improvements to the outdoor learning area for reception children. Teachers' professional development and the curriculum have both benefited through the effective links teachers have had with a local pharmaceutical manufacturer and also involvement in wildlife projects.
90. The school successfully promotes pupils' awareness of sustainable development. This is achieved through the personal, social and health education and geography. In addition, there are recycling bins around the school and energy-saving initiatives within the school. The school was recently awarded the *ECO* silver award and is working towards the *Green Flag* award in recognition for work in sustainable development. The whole curriculum and learning experiences provided for pupils strongly reflect national priorities for lifelong learning and community regeneration.

#### **Key question 4: How well are learners cared for, guided and supported?**

Grade 1: Good with outstanding features
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91. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
92. The quality of care and support provided for pupils is an outstanding feature of the school's provision. Pupils work and play in a happy, supportive and safe environment. Parents appreciate the high quality of care that their children receive. Pupils trust teachers and other staff to deal with their concerns quickly and effectively.
93. Very good relationships exist between pupils, staff, parents, carers and the community. Parents have a high regard for the school. They greatly value the very good access they have to meet with teachers to discuss any concerns. Parents consider themselves well informed about the work of the school. A strong feature of this communication is the way in which parents are enabled to support their children's studies.
94. Arrangements for settling pupils into the school are very good. The head teacher and reception teacher makes visits to children's homes in the spring term. When children start in reception, the time they spend in school is carefully planned. This successfully reduces possible anxieties from children and parents alike. Pupils who join the school at times other than the start of reception are very effectively helped to integrate into school by pupils who act as 'buddies' to explain school routines. The transition arrangements for year 6 pupils transferring to secondary school are very well established and very effective.
95. The school provides very good quality personal support and guidance through its personal, social and health education programme. This is taught as a subject and also across the curriculum. The school is very well supported in this by contributions from the police liaison officer, the school nurse and representatives of other agencies.
96. Pupils' attendance, punctuality, behaviour and performance are carefully monitored. The school has very good procedures and very effective links with the education welfare service where the non-attendance or behaviour of an individual pupil gives cause for concern.
97. The head teacher undertakes health and safety risk assessments at the school, and regular inspections of the premises are made by staff and governors. A number of improvements highlighted by health and safety audits have been successfully put into place. These include the improved management of the car park, new internal fencing and the school's security improvements.
98. The school has three trained first aiders whose availability is well known. An accident book is regularly maintained to record all accidents involving pupils

and staff. Where mishaps to pupils give significant cause for concern they are reported to parents immediately. Minor 'bumps and scrapes' are reported to parents as they collect the children at the end of the school day. Accidents are reported termly to the governing body.

99. The school has a comprehensive child protection policy. The head teacher is the designated child protection officer. All teachers and learning support assistants have received relevant training and are fully aware of the correct procedures. Training in childcare procedures for midday supervisors is planned for the near future.
100. A small but significant number of children of different nationalities have recently and unexpectedly joined the school. These pupils are all being successfully integrated into the school. Many of these newcomers are at an early stage of using English. There is active and appreciated support from the local education authority for helping these pupils overcome their language difficulties. The school has been effectively resourceful in providing for these pupils' cultural and language needs.
101. The measures in place through the personal, social and health education programme recognise and respect diversity and very effectively promote race equality and equal opportunities for all. Very effective support programmes are implemented within all classes, as well as in extra curricular activities, to ensure the promotion of gender equality and equal opportunities for all pupils.
102. Action to promote good behaviour and discipline is of a very high standard, consistent and very effective. Pupils, staff, parents and carers have great confidence in the school's procedures for dealing with any possible incidents of bullying.
103. The quality of provision for pupils with special educational needs is outstanding. Pupils' needs are identified early through most efficient assessment systems. All class teachers produce very precise targets in individual education plans for pupils with special educational needs. There is a termly review of pupil's progress towards these targets but teachers rightly modify or provide new ones at other times as the need arises. Learning activities enable pupils to make good, and at times very good progress towards these targets. The school has a good policy regarding access to the school for disabled pupils. Whilst it presently has no disabled pupils, measures have previously been put in place for a pupil's temporary disability so that there was full access to provision. All the requirements of the special educational needs Code of Practice and the Disability Rights Act are met very well.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

104. The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report. The quality of leadership and strategic management by the head teacher is outstanding and is a strength of the school.
105. There are clear aims, values and policies, including a commitment to equality of opportunity for all, which promote a caring ethos and high standards. The school achieves its aims, mission statement and vision statement to recognise the worth of every individual and meet their full potential through Christian values.
106. The head teacher provides highly efficient, inspiring leadership and ensures a clear sense of purpose and direction for the work of the school. The role of the newly appointed deputy head teacher is developing well. All staff work as a very effective team and, along with the governors, are highly committed to providing the best quality education which is focused on pupils' needs.
107. Subject leaders play an important part in observing the quality of teaching and learning in lessons and, through discussion, identify staff development needs. They evaluate pupils' performance systematically. In a few subjects and key skills, these activities have not had as full an impact on standards as they might
108. The school takes good account of national priorities. It promotes bilingualism very well. It is working towards a *Healthy School* award. Sustainable development and environmental projects are developing well. The school successfully promotes pupils' involvement in citizenship.
109. Very effective use is made of assessment data to set realistic and challenging targets for pupils achievement. All staff have a clear understanding of their duties. The continuing professional development of all staff, through the well established performance management systems, is effective in raising standards. Staff training and development are very closely linked to school improvement priorities and the individual needs of staff.
110. The governing body is very supportive of the school and most effectively fulfils all its statutory obligations. The governors have a very good understanding of their roles and responsibilities. They are highly successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school development plan. There is a well-organised committee structure for managing aspects, such as finance.

111. Governors' knowledge of the school, the locality and national initiatives is outstanding. Governors make regular visits to the school and have formal links with subject leaders, which are very effective in developing their roles in monitoring the quality of education and pupils' standards of achievement. Governors are well informed about issues that affect the school's performance through the termly head teacher's report, attending staff meetings and training events. They successfully evaluate the analysis of performance data and other information in order to make very effective decisions.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

Grade 1: Good with outstanding features
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112. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The systems for monitoring and evaluating the school's performance and in planning for improvement are outstanding.
113. There is a very good culture of self-evaluation in the school which formally and fully involves the opinions of subject leaders, staff, pupils, parents and governors. An outstanding feature is the production, completion and analysis of detailed questionnaires for all stakeholders. Information from these and other sources feeds into a highly effective framework in order to plan, fund and evaluate future developments. Strengths and areas for further improvement are carefully identified and prioritised into a well-structured school development plan.
114. The roles of senior staff, subject and area leaders in monitoring the quality of provision and standards of achievement are very well established. There is routine checking of teachers' planning against agreed requirements, critical scrutiny of pupils' work and classroom observation of teaching and learning. Through these procedures, specific development plans for subjects and areas of learning are produced which ultimately feed into the school development plan. In the vast majority of subjects this process is very effective in raising standards.
115. Pupils are fully involved in evaluating their own progress and achievements in order to set targets for improvement, particularly in English and mathematics. The school council plays a vital role in the self-evaluation system, including the evaluation of pupil questionnaires.
116. Parents take an active part in school life and are encouraged to make suggestions for improvement. There are both informal and formal opportunities for them to give their views to the school. Parents feel that their views are acted upon as well as possible.
117. Governors make an important contribution to the self-evaluation process. They are fully involved in drawing up priorities and deciding upon funding.

They regularly use the school development plan to gauge progress toward the clearly presented targets and evaluation criteria.

118. This cycle of self-evaluation, planning, and careful evaluation of outcomes has a very positive effect on educational provision and measurable improvements in standards. Plans for the current year are very carefully laid out in detail. There are broad, but sufficiently described, priorities for future years.
119. The self-evaluation report, produced by the school before the inspection, gives a thorough and well-considered evaluation of its strengths and areas it seeks to improve. With the exception of key questions 5 and 6, the findings of the school match those of the inspection team.
120. The school has made good progress since the previous inspection and has successfully addressed the key issues from the last inspection report.

#### **Key question 7: How efficient are leaders and managers in using resources?**

Grade 1: Good with outstanding features
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121. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
122. The school is well staffed by a sufficient number of suitably qualified and experienced teachers and learning support assistants. Staff have a good knowledge of the curriculum and the ways in which children learn. Learning support assistants work well with teachers supporting children and recording pupils' progress. The school makes effective arrangements for the professional development of staff, particularly through its performance management which is very thorough and effective.
123. The administration of the school is very good and routines are well established. The school is exceptionally well served by the caretaker. The lunchtime supervisors are valuable members of the school team. All staff are very well deployed and managed.
124. Overall, learning resources are good, particularly in the core subjects of English and mathematics. The limited number of reliable computers in each classroom leads to a restriction in the rate of pupils' learning in information technology, in particular the extent of its application, as information and communications technology, across the curriculum. Learning resources for physical education are adequate, but several items of gymnastic equipment are too heavy for young children and access to grassed areas is very limited. Provision for outdoor learning for the under fives has significantly improved very recently with a positive impact on standards. All pupils have equal access to the available learning resources.
125. The school provides adequate accommodation for the number of pupils on roll. The school strives to make best use of the accommodation available.

For example, it is effectively developing an area for spiritual refreshment and reduces the function library areas from their role as thoroughfares. Internally the school provides a pleasant learning environment. There are several colourful displays celebrating pupils' work. Carpeted floors in the classrooms help to create a good learning environment. The physical separation of the general office and the head teacher's office makes unnecessary demands on administrative staff and the head teacher. The size of the staff room does not provide sufficient space in which staff can work. Although all areas of the school are well maintained, at times, the lack of ventilation throughout the school presents difficulties in air quality and temperature control.

126. In spite of the age of the building and the physical restrictions it imposes, the management of resources is outstanding. The school makes very efficient use of its finances. The school development plan is very effective, with very realistic priorities, which have been carefully budgeted for. The governing body is committed to achieving "best value" in its spending.
127. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### Subject 1: WELSH SECOND LANGUAGE

**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

#### Good features

128. Throughout the school pupils' use of incidental Welsh is good. Pupils are eager to share their knowledge of Welsh.
129. In key stage 1, pupils understand a variety of familiar phrases and reply effectively in short phrases or simple words. They greet one another in Welsh. All respond well to commands or instructions spoken in Welsh. Pupils make good progress in increasing their vocabulary. The majority correctly count in Welsh and know their basic colours and shapes. Pupils' diction is good. By year 2, pupils discuss the weather by using simple words and the more able pupils, when prompted, are able to discuss their likes and dislikes of weather conditions.
130. Pupils respond well to the increasing vocabulary used by the teacher and language patterns develop systematically. They recognise and read word cards and match them correctly to pictures when naming rooms in a house. They know the correct verbs to describe the activities that take place in each room such as *bwyta*, *cysgu*, *molchi*. Pupils read, understand and make good responses to the display work clearly labelled in Welsh. Pupils' writing shows good development from single words in year 1 to year 2 pupils writing in simple sentences.
131. In key stage 2 the older pupils are developing good reading skills. They use their knowledge of syllables to read words effectively and make a good effort to correct themselves. The more able pupils read their own dialogues with good expression and enthusiasm. They talk about their written work enthusiastically.
132. By year 6, pupils' increasing knowledge of vocabulary extends their conversation to more complex sentences. They use appropriate punctuation and often correct spellings in their writing. Pupils make good use of the interrelationships of oral work, reading and writing to improve their all-round standards in Welsh.

#### Shortcomings

133. Pupils make insufficient use of information and communications technology to improve their oral and written language in both key stages.

<b>Subject 2: MATHEMATICS</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

**Good features**

134. Pupils in key stage 1 make good use of mathematical skills as an integral part of classroom activities, such as shopping. They use problem-solving skills well and make good use of data handling skills to record investigations, such as favourite foods. They use mathematical language in context and confidently explain and compare their mathematical work. Pupils respond well to questions, using a range of strategies to calculate and show answers. They have good mental recall of number facts which they use effectively to solve problems.
135. Year 1 pupils recognise numbers to 100, they order numbers to 10, some to 20 and understand the concept of one more than and one less than. They know the vocabulary associated with addition and subtraction and record their calculations accurately.
136. Year 2 pupils have a good grasp of mental mathematics and use a variety of strategies to calculate answers, which they explain clearly. They confidently calculate numbers which, are more or less than a given number to 100 and understand the concept of doubling. When working with money, they know the value of coins to £2 and order them correctly. During shopping activities, they correctly calculate increases in prices of items and record the new prices correctly.
137. Key stage 1 pupils have a good knowledge and understanding of shape. Year 2 pupils recognise and correctly name two and three-dimensional shapes and classify them into sets according to mathematical criteria. Pupils understand the concept of time and successfully sequence the times of different activities in a day and match them to the correct times on a clock. They correctly tell the time on the hour and half-past the hour using digital and analogue clocks.
138. They have a good understanding of measures and confidently use standard and non-standard units to measure length, mass and capacity. They accurately measure lines in centimetres and record the results. They understand and use vocabulary related to mass, capacity and length.
139. Pupils in key stage 2 continue to apply their mathematical knowledge successfully. They have a good understanding of number and have good knowledge of shape, space and measures. They successfully collect, represent and interpret data for a variety of purposes.
140. Pupils in year 3 have a good understanding of place value in two-digit and three-digit numbers. They successfully develop mental strategies to find methods for adding and subtracting numbers. They know that an angle is a measure of a turn and that a right angle is a quarter of a turn and that it

measures 90°. Year 4 pupils have a good knowledge and understanding of shape and space. They recognise the geometrical properties of shapes and explain clearly the difference between isosceles and equilateral triangles.

141. Pupils in year 5 have a good understanding of shape and space, and they clearly describe properties of a range of shapes using correct mathematical terminology. They have a good knowledge of position and direction and recognise the number relationship between co-ordinates in the first quadrant of points in a shape. Year 6 pupils have a very good understanding of decimal fractions; they recognise the equivalence of decimal fraction forms of simple fractions. They clearly explain the relationship between decimals and fractions and understand number fractions and decimal bonds to 10. They correctly calculate differences between one-place decimals using complementary addition to aid their calculations.

### Shortcomings

142. Pupils make insufficient use of information and communications technology to support their mathematical learning.

<b>Subject 3: SCIENCE</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

### Good features

143. Across the school, pupils have a good, broad knowledge of physical and biological science. They have a secure understanding of the use of 'fair testing' to gather data through good quality observation and careful experimentation which leads to thoughtful conclusions relevant to given questions. Good use is made of pupils' speaking, listening and writing skills. Mathematical skills are used well to measure quantities and present data in tables and graphs.
144. In key stage 1, pupils correctly sort common materials to relevant criteria such as hard / soft, magnetic / non-magnetic and rough / smooth. They are familiar with the effect of heat on materials, such as turning bread into toast and melting chocolate. They have a good knowledge of the uses and dangers of electricity. They know the main body parts of humans and various animals, and they have a very good understanding of the function of the body parts of animals, such as the gills in fish for 'breathing' and the sharpness of bird's claws to grip with. They successfully explore the rate at which ice melts when it is kept in different places.
145. In key stage 2, the youngest pupils make use of their very good background knowledge when they consider different sources of light. They use Venn diagrams to correctly group these sources as either natural or manufactured. In year 4, pupils of all abilities are skilled in setting up simple electrical circuits

and clearly explaining why they work or not. Pupils in year 5 are well aware of the use and misuse of substances and have a very good knowledge of the dangers of smoking. Year 6 pupils use their observational and reasoning skills very well when they set up different electrical circuits using symbols for electrical components. The main parts of flowering plants and their functions are well known. Pupils' investigative and experimental work is particularly well established in years 3 to 5. Pupils make very sensible use of books and the internet to find information on environmental issues, such as recycling and global warming.

### **Shortcomings**

146. In both key stages, pupils do not sufficiently raise their own questions as a basis for their investigative work.
147. In both key stages, pupils make insufficient use of information and communications technology to present data from their experimental and investigative work

<b>Subject 4: INFORMATION TECHNOLOGY</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

### **Good features**

148. Pupils in year 1 have a very good understanding of the basic icons used in word processing and in paint programs. With guidance they print, save and retrieve their work. In year 2, pupils use word processing skills well to change the type and size of fonts and basic editing, such as deleting parts of text. They are familiar with controlling the movement of a floor robot and the use of basic on-screen tools, such as menus, used in simulation programs.
149. In key stage 2, pupils use word processing for extended writing, for example when they compare Newport with Talybont in their geography. The standard of presentation is good with different fonts, clip art and frames used. Younger pupils have a good understanding of the purpose of databases. They are very familiar with the relevant terminology involving editing information in individual records. They appreciate the advantages and disadvantages of presenting their data in different graphical forms, such as pie, bar or line graphs.
150. Older pupils in key stage 2 know that spreadsheets carry out calculations quickly if one aspect of a multi-step calculation is changed. They apply this well to practical situations, such as budgeting for a school visit. Pupils are familiar with finding relevant information on the Internet and use only the important aspects, which suit their purpose. Pupils understand the use of logo type programs to control the movement of on-screen images. The oldest pupils produce very good quality on-screen presentations involving text,

images, sound and animation using the *Power Point* program. Pupils electronically organise and save their work very systematically.

### Shortcomings

151. In key stage 2, pupils make insufficient use of emails.

<b>Subject 5: MUSIC</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

### Good features

152. In both key stages, pupils have a well-balanced range of skills in composing, performing and appraising music. They have a good understanding of the musical elements such as length of note, pitch, texture, dynamics and beat. Pupils musical performances enhance school and community events.
153. In key stage 1, pupils confidently sing a wide variety of songs, hymns and rhymes. They listen carefully when learning new songs and sing in tune with clear diction and appropriate attention to the quality of sound. They follow clapping patterns and repeat them accurately, adapting to different rhythms. Pupils in year 2 quickly learn to sing the song 'Cardboard Calypso' and successfully extend the song by creating another verse. They play a range of instruments in time with the music, keeping a steady beat. They correctly distinguish between high and low notes, loud and quiet and fast and slow sounds. They demonstrate these clearly by singing, clapping and playing instruments according to the element required. Pupils in year 2 use 'junk' materials as instruments to create sounds to accompany their singing.
154. Pupils in key stage 2 develop their performing skills well. They skilfully sing an expanding repertoire of songs and hymns maintaining two parts when required. They precisely consider different features of musical performance. Pupils confidently experiment with sounds and rhythms to produce good compositions which use a variety of instruments. They write down their compositions using appropriate graphic notation. Pupils' appraising skills are good. They listen attentively to their own and others' music, including a visiting harpist, describing what they hear with good use of musical terms.

### Shortcomings

155. In both key stages, pupils' knowledge of the music of Wales and of Welsh composers is limited.
156. Pupils make insufficient use of information and communications technology to support their music making and appreciation.

## **Subject 6: PHYSICAL EDUCATION**

**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

### **Good features**

157. In both key stages, pupils dress appropriately for physical education and they appreciate the need for rules and safety procedures. Pupils take part in a full range of physical education indoor and outdoor activities, including swimming at key stage 2.
158. Pupils display a good balance between competition and participation for enjoyment and physical wellbeing. This is evident in the success the school sports teams and individuals have in competitions. Enthusiasm for physical education is shown by the many pupils who attend after-school sporting activities which contribute positively to standards in lessons. All pupils show sustained physical exertion in their work. They are aware of the effect of exercise on their bodies and of the need to warm up and cool down at the beginning and end of sessions.
159. In key stage 1, pupils listen attentively to instructions. Younger pupils make good progress in their throwing and catching skills. They use their feet well to control a ball. Year 2 pupils set up heavy gymnastic apparatus with great care and teamwork. When using this equipment, they move confidently and show good control. They work well in pairs and as a whole class. Many have good body control when they move in different ways and on different heights of apparatus. Nearly all use good imagination as they develop a three-part sequence to their movements.
160. Pupils in key stage 2 listen carefully to the teaching points and closely observe the performance of others. By these means pupils successfully improve their skills. In their dance activities, pupils very actively and independently create a good range of body shapes and movements. These interpretations fit well with the music or story being used. They make good progress in developing more complex movements, performing well as individuals and in groups. Many pupils use correct terminology to describe their movements. By the end of key stage 2 nearly all pupils swim competently and safely. They are well aware of the principles of water safety and survival.

### **Shortcomings**

161. Pupils are not sufficiently involved in field events because of a lack of outdoor facilities.

## **School's response to the inspection**

The school welcomes the report and findings of the inspection team. We are very happy with the judgement that our school "... is a good school with many outstanding features."

We are very pleased that the inspection team recognised that the overall standards of achievement in lessons and the quality of teaching is well above the Welsh Assembly Government's targets. Such findings reflect the dedication, abilities and teamwork of our teaching staff who have worked so hard in the continual process of improving standards and moving the school forward since the last inspection.

The report praises the positive attitude our pupils have to learning, their care for each other and the environment we share. We are delighted that the inspection team gave such credit to the pupils and their part in making our school successful. Especially encouraging are the comments made about all pupils making good progress and that their own knowledge of what they have to do to improve their learning, both academic and personal, is excellent. The report also confirms the outstanding nature of the provision for pupils with special educational needs and confirms that our curriculum is broad and appropriate for our pupil's needs.

We would like to thank the inspectors who carried out their duties in the most professional manner. The recommendations made by the inspectors will give good guidance on further improvements to our school.

Following receipt of this report the governors will put in place an action plan to address the recommendations made by the inspectors. In particular the plan will address the need to improve provision of information technology resources so to continue to raise standards in the use of information and communications technology across the curriculum and to continue to develop pupils independent use of their creative skills across the curriculum. The strategies to be followed will be included as an amendment to the school development plan for 2005/2006. A copy of the action plan will be sent to all parents and the Director of Education. The governor's annual report to parents will inform on the progress made in meeting the recommendations in the inspection report.

## Appendix A

### Basic information about the school

Name of School	St Patrick's RC Primary School
School type	Voluntary
Age-range of pupils	4 to 11
Address of School	Fairfax Road Newport Gwent
Post-code	NP19 0HR
Telephone number	01633 272488
Head teacher	Mr Stephen Dunford
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr Charles McCarthy
Registered inspector	Mr Glyn Gaskill
Dates of inspection	17 – 18 October 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	25	22	29	29	25	22	28	180

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.6

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.9
Pupil : adult (fte) ratio in nursery classes	N/A
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1.2

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2005	N/A	94%	92%
Spring 2005	N/A	93%	93%
Autumn 2004	N/A	94%	94%

Percentage of pupils entitled to free school meals	17
Number of pupils excluded during 12 months prior to inspection	3

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results: 2005			Number of pupils in Y2: 21					
Percentage of pupils at each level								
			D	W	1	2	3	4+
English:	Teacher Assessment	School	0	3	27	67	3	0
		National	1	3	13	63	20	0
EN: Reading	Teacher Assessment	School	0	7	17	74	3	0
		National	0	3	11	63	23	0
EN: Writing	Teacher Assessment	School	0	23	27	50	0	0
		National	1	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	20	57	23	0
		National	1	4	14	55	26	0
Mathematics	Teacher Assessment	School	0	0	13	70	17	0
		National	1	2	10	62	24	0
Science	Teacher Assessment	School	0	0	13	73	13	0
		National	1	2	9	65	23	0

D disappled or absent.

W working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	70	In Wales:	79

**National Curriculum Assessment Results**  
**End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6				29	
Percentage of pupils at each level												
		D	A	F	W	1	2	3	4	5	6	
English	School	0	0	0	0	0	3	7	31	59	0	
	National	0	0	0	0	1	6	16	45	31	0	
Mathematics	School	0	0	0	0	0	3	10	48	38	0	
	National	0	0	0	0	0	4	19	46	30	0	
Science	School	0	0	0	0	0	0	3	55	41	0	
	National	0	0	0	0	0	2	13	49	35	0	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment					
In the school:	83		In Wales:	79	

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix D

### **Evidence base of the inspection**

The inspection was carried out by a team of four inspectors who spent a total of seven inspector-days in school. In addition, a peer assessor worked with the team for two days.

### **Before the inspection:**

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, staff, governors and parents.
- Sixty-seven questionnaire responses from parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

### **During the inspection:**

- Pupils were observed several times throughout the school day.
- Twenty-eight lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with staff regarding different aspects of the school.
- Registration sessions and an assembly were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school was examined.
- The head teacher was the school's nominee and was present when inspectors held meetings.

### **After the inspection:**

- Findings were shared with the school staff and governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Contributions to: Key Questions 1, 2 and 4 Science Information technology.
Mr Reg Cawthorne Lay Inspector	Contributions to: Key Questions 1, 3 and 4
Mrs Eluned Evans Team Inspector	Key Questions 5 and 6 Mathematics Music.
Mrs Carolyn Thomas Team Inspector	Key Question 7 Contributions to: Key Questions 1, 2 and 3 Welsh second language Physical education.

The contractor was:

Evenlode Education Ltd  
8 Fisher Close  
Duxford  
Cambridgeshire  
CB2 4XU

### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**St. Patrick's Roman Catholic Primary School  
Fairfax Road  
Newport  
Gwent  
NP19 0HR**

**Summary for Parents**

**School Number: 680/3305**

**Date of Inspection: 17-18 October 2005**

**by**

**Glyn Gaskill  
5539**

**Date: 15 December 2005**

**Under Estyn contract number: T/085/05P**

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### Basic information about the school

Name of School	St Patrick's RC Primary School
School type	Voluntary
Age-range of pupils	4 to 11
Address of School	Fairfax Road Newport Gwent
Post-code	NP19 0HR
Telephone number	01633 272488

Head teacher	Mr Stephen Dunford
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr Charles McCarthy
Registered inspector	Mr Glyn Gaskill
Dates of inspection	17 – 18 October 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	25	22	29	29	25	22	28	180

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.6

### A SUMMARY REPORT FOR PARENTS

St. Patrick's Roman Catholic Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of St. Patrick's Roman Catholic Primary School took place between 17 and 18 October 2005. An independent team of inspectors, led by Glyn Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings.

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

## Summary

This is a good school with many outstanding features. The leadership of the school, the care provided for pupils and the curriculum are particular strengths. Good progress has been made since the last inspection. The inspection team agreed with nearly all the judgements made by the school, only disagreeing where the school had been too self-critical.

### Table of grades awarded

The inspection team judged the school's work as follows:

Key question	Inspection grade
1. How well do learners achieve?	2
2. How effective are teaching, training and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4. How well are learners cared for, guided and supported?	1
5. How effective are leadership and strategic management?	1
6. How well do leaders and managers evaluate and improve quality and standards?	1
7. How efficient are leaders and managers in using resources?	1

## Standards

Pupils' standards of achievement in the subjects inspected are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	72%	14%	0%	0%

Pupils' overall standards of achievement in these lessons are well above the Welsh Assembly Government's targets.

The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

Across the school, the under-fives and pupils in key stage 1 and 2 make good progress and attain good standards in the key skills of listening, writing, numeracy and problem solving across the curriculum.

Throughout the school, pupils' use of information and communications technology across the curriculum is average. This is due to the limited number of reliable computers in each classroom. Across the school, pupils' creative skills are average.

Considering all pupils come from homes where Welsh is not used and the language of the community is almost exclusively English, pupils' competence in Welsh and English is good.

When children start in the reception class their overall attainment is below average particularly in language and social skills. Their standards in mathematics have been generally above average. This has been the case for the last few years.

At the end of key stage 1, in 2005, pupils' overall attainment in the National Curriculum assessments for the core subjects of English, mathematics and science at the expected level 2 was below local and national averages for all schools and also schools with a similar free school meals entitlement. At the higher level 3, results in English were well below the local and national averages with mathematics and science below average. These results were predicted from pupils' previous performance. Results in previous years have been higher than the 2005 outcomes.

At the end of key stage 2, in 2005, pupils' attainment in the National Curriculum assessments for the core subjects of mathematics and science at the expected level 4 was well above average in comparison with all and similar schools, both locally and nationally. Results in English, at level 4, were particularly high. At the higher level 5, results in English were well above national averages with science and mathematics above average. The school met the

statutory targets produced by the local education authority. Results have mainly been good in recent years.

Over the last few years, at the end of both key stages, there has been significant variation in the National Curriculum assessment results. The school's very thorough assessment records show that all pupils, regardless of gender or background, are making good progress. At times, pupils with special educational needs make very good progress.

Pupils' progress in personal, social and learning skills is outstanding. Pupils take a good interest in their lessons and have very positive attitudes to the work and responsibilities they are given. All pupils have an excellent understanding of what they need to do to improve.

Overall, behaviour is very good. The very small number of pupils with severe behavioural problems react very positively to the very high quality support given to their needs.

Pupils have a strong sense of citizenship within the school and community. They are very well aware of the diversities within society and their moral and spiritual development is very well developed.

Attendance and punctuality are good. Attendance figures compare well with national and local averages for primary schools.

### **The quality of education and training**

In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	61%	18%	0%	0%

The overall quality of teaching across the school is much better than the Welsh Assembly Government's targets. This is a significant improvement since the last inspection, particularly in key stage 2.

Throughout the school relationships between adults and pupils are very good at all levels. Learning support assistants are well briefed and effective in their work. Volunteer helpers make a very positive contribution to pupils' learning.

Planning for lessons is extremely thorough. This is outstanding where teachers have produced their own very effective learning materials for pupils who are at an early stage of using English as an additional language. Whilst the teaching of key skills is included in all planning, the detail is variable and is not always put into practice.

There are excellent features in the way in which teachers meet pupils' bilingual needs in English and Welsh.

There are several excellent examples of teachers using the school's strategies to gain and maintain pupils' attention in lessons. On occasion, these strategies are not applied sufficiently early enough and this has a negative effect on the pace of learning.

There are many examples of teachers giving precise targets for pupils' learning in lessons and the time given for specific learning activities. In the majority of lessons this good practice challenges and guides the work of pupils very well.

Outstanding use is made of marking to guide pupils' understanding as they gain new knowledge and skills.

The school's arrangements for assessing the progress of all pupils is outstanding. At several times during the school year the standards attained by all pupils in all subjects is assessed very effectively. The information gained is used very well to promote positive progress.

Throughout the school, pupils of all abilities and backgrounds have an outstanding knowledge of what they need to do to improve in their academic and personal development. Parents are very well informed of their children's progress.

The school provides a broad, varied and balanced curriculum, which meets statutory requirements well. The curriculum is significantly enriched with a wide range of educational visits, visitors and after-school clubs in which sport features strongly. All pupils have full access to everything the school offers.

The educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Overall, the promotion of pupils' spiritual, moral, social and cultural development is outstanding. Great emphasis is placed on consideration, courtesy and regard for all.

The overall quality of partnerships with parents, the local community and other schools and colleges is outstanding.

The quality of care and support provided for pupils is also outstanding. Pupils work and play in a happy, supportive and safe environment. Pupils trust staff to deal with their concerns quickly and effectively. The quality of provision for pupils with special educational needs is outstanding.

### **Leadership and management**

The head teacher provides outstanding leadership. The role of the newly appointed deputy head teacher is developing well. Subject leaders play an important and effective part in improving provision in nearly all subjects.

All staff have a clear understanding of their duties and benefit from continuing professional development. The governing body is very well organised and most effectively fulfils all its statutory obligations.

Provision for national priorities is good overall but very good for promoting bilingualism, lifelong learning and community regeneration.

The systems for monitoring and evaluating the school's performance and planning for improvement are outstanding. There is a very good culture of self-evaluation in the school which formally and fully involves the opinions of subject leaders, staff, pupils, parents and governors. Strengths and areas for further improvement are carefully identified and prioritised into a well-structured school development plan.

The school is staffed by a sufficient number of suitably qualified and experienced teachers and learning support assistants.

The administration of the school is very good and routines are very well established. The caretaker and lunchtime supervisors are all valuable members of the school team. All staff are very well deployed and managed.

Overall, learning resources are good, particularly in the core subjects of English and mathematics. The limited number of reliable computers in each classroom leads to a restriction in the rate of pupils' learning in information technology, in particular the extent of its application, as information and communications technology, across the curriculum.

Very good use is made of the available accommodation and the school is well aware of its limitations.

The school has made good progress since the last inspection. Overall, the school provides good value for money.

## **Recommendations**

In order to improve the school needs to:

- R1 Raise standards in the use of information and communications technology across the curriculum.
- R2 Improve pupils' independent use of their creative skills across the curriculum.
- R3 Improve the provision of learning resources for information technology.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## **Acknowledgement**

**The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.**